

# Knox College Departmental/Program Goals

## Departmental/Program Goals

### Africana Studies

Graduates with a major in Africana Studies will be able to:

- 1 Describe and interrogate the history and culture of African Americans.
- 2 Describe and interrogate historical and social contexts of contemporary African and Black Caribbean life.
- 3 Identify different disciplinary approaches of Africana studies and the ways in which these approaches are synergistic. Infer consequent interdisciplinary and transdisciplinary potential approaches.
- 4 Articulate changes in their own perspectives and the perspectives of others with regard to major issues in Africana Studies as a function of knowledge and understanding.
- 5 Identify and critique their own paternalism as it relates to their understanding and practicing of norms.
- 6 Identify their own disciplinary lenses and frameworks, their strengths and weaknesses, and their influences on interpretations and conclusions regarding Africana experiences.
- 7 Articulate the roles of power, social justice, and activism, and their inter-relationships as ways to engage in the real world.

### American Studies

Students graduating in American Studies (AMST) will be able to:

- 1 Identify and discuss key concepts in AMST scholarship and methodology: interdisciplinary, multidisciplinary, or trans-disciplinary approaches to AMST; empirical and subjective (including aesthetic and/or experiential) approaches to AMST.
- 2 Describe and analyze American identity in terms of: political values and institutions; major historical processes and issues; intersections of race, ethnicity, gender, class, and other social categories; cultural practices and values.
- 3 Use AMST academic practices and values in civic or other non-academic applications (e.g. AMST internship; off-campus programs; student activities in political activities, public service, or media) emphasizing the connections between academic knowledge and civic responsibility - fulfilling the Knox College mission statements to "understand and improve ourselves, our society, and our world".

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### Anthropology/Sociology

- 1 Students majoring in Anthropology-Sociology should learn to understand and analyze the world in a manner that reveals and illuminates the social and cultural dimensions of reality.
- 2 By the time they are seniors, Anthropology-Sociology majors should be able to design and execute an appropriate strategy for investigating a social research question of their choice.
- 3 Finally, we hope that Anthropology-Sociology majors will develop the necessary disciplinary competencies that will allow them to be sophisticated lifelong consumers and/or practitioners of social research.
- 4 In order that graduates reach these goals, by the time they graduate, students will be able to: 1) read and understand the works of professional scholars in anthropology and sociology a) correctly identify the major components and conventions of published academic research and scholarly work, b) Distinguish the author's perspective from those of her interlocutors, they will be able to identify the broader intellectual discourse of which a particular work is a part and the author's specific contribution.
- 5 In order that graduates meet these goals, by the time they graduate, students will be able to 2) Competently analyze and interpret sociological and anthropological data.

### Art History

- 1 (Visual Literacy) Identify and define the elements of key styles related to the major period divisions in Western Art History from the prehistoric era through the 20th century. Majors should also be able conversant with the visual traditions of at least one non-Western field.
- 2 (Contextual/Interdisciplinary Understanding of Visual Culture) Situate and interpret the stylistic and iconographic meaning of works of art in broader social, historical and intellectual contexts.
- 3 (Knowledge of Critical Theory/Methodologies) Understand, evaluate and compare the major critical methods for analyzing art and other examples of visual culture.
- 4 (Close Critical Reading and Understanding of Art Historical Literature) Research and locate key secondary sources, identify art historical arguments, evaluate the strengths and weaknesses of art historical analysis and understand their relation to major critical methods and theoretical trends in the field.
- 5 (Independent Thinking/Research Skills) Develop an independent research project on an original art historical topic: identify a critical issue or question in a specific area of study; thoroughly gather, evaluate and synthesize primary and secondary sources; construct a rigorous and original art historical argument supported by key evidence, independent interpretive insights and scholarly assessments; present this research in a well-written, fully documented paper and oral presentation.

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### Art-Studio

- 1 Students should learn to speak and write clearly about their work. They should demonstrate awareness of historical and intellectual contexts, creative intentions, and visual understandings that motivate their work.
- 2 Students should demonstrate progress in their understanding, sensitivity, and application of visual knowledge.
- 3 Students should learn to manipulate the materials of their medium, and show a willingness to experiment with new materials and techniques. Over time, they should understand that material choices and practices have complex visual consequences that contribute to the meaning of a work.
- 4 Students should be equipped with a variety of 'professional' skills - including planning and hanging exhibits, photographing and documenting their work, writing applications for graduate schools, grants and residencies.
- 5 Graduates should exhibit sustained enthusiasm, curiosity, and receptivity to new or unfamiliar intellectual and creative challenges. They should stay interested and informed about current and historical art, and remain engaged participants in visual culture.

### Asian Studies

- 1 Students will be able to identify the major political, social, cultural, and intellectual dimensions of human experience in Asia.
- 2 Students will cultivate college-level competence in an Asian language as an avenue for further opportunities to explore the experiences of members of Asian societies.
- 3 Students will be able to contrast and apply different methodologies for interpreting Asian societies and appreciate the ethical implications of serving as a cross-cultural learner and interpreter.
- 4 Students will be able to design and execute a research project in order to enhance our understanding of Asia.

### Biochemistry

- 1 Describe how the physicochemical nature of the macromolecules contributes to their function.
- 2 Demonstrate comprehension of the scientific method and skill in research by being able to: Set and experimental objective, understand how the technique works, understand why that technique is important to that objective, use the technique to acquire data, analyze and present the data, come to a reasonable conclusion supported by the data, communicate that conclusion.
- 3 Apply principles learned in prerequisite courses to a specific discipline in Biochemistry or a related field.

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### Biology

Biology students will be able to:

- 1 Acquire and use disciplinary knowledge in biology.
- 2 Generate and analyze data in biology with appropriate techniques and methodological approaches.
- 3 Describe and explain the application and societal and environmental implications of biology in the world outside of the classroom.
- 4 Apply scientific investigative skills (i.e. the scientific method in its many forms) to answer questions in biology.
- 5 Communicate effectively, both orally and in writing in the style typically used in biology.

### Business and Management

- 1 Analyze the roles of business institutions and activities in society and the ways in which business is a human endeavor.
- 2 Engage in critical thought, demonstrating analytical, quantitative, and information management competency, from a business and managerial perspective.
- 3 Explain the scope, dimensions, and complexities of value creation as a basic tenet of business.
- 4 Communicate effectively and work collaboratively with others.

### Chemistry

- 1 Demonstrate competence in the core areas of chemistry.
- 2 Use appropriate techniques and concepts to solve and analyze problems in chemistry.
- 3 Design and carry out experimental chemical investigations, analyze data and form conclusions based on the data and analysis.
- 4 Communicate chemical results to chemists and non-chemists.

### Chinese

- 1 Students graduating with a minor in Chinese will demonstrate college-level competence in the Chinese language as an avenue for further exploration of the experiences of members of Chinese Society.
- 2 Students graduating with a minor in Chinese will be able to identify important ways in which cultural understanding in Chinese society is conveyed through language in literary, historical, philosophical, or religious contexts.

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### Classics

Students completing a major in Classics will be able to:

- 1 Translate a Greek or Latin passage into English, demonstrating knowledge of morphology and syntax.
- 2 Demonstrate a general knowledge of both Greek and Roman cultures, with a more focused knowledge of one.
- 3 Analyze primary source evidence from the ancient world.
- 4 Demonstrate an understanding of the ways in which ancient mores are distinct from modern cultural constructions, and the capacity to reflect on these differences with particular attention to political, social and ethical values.
- 5 Demonstrate understanding of ancient texts and contexts thoughtfully, creatively, and accurately both orally and in writing.

### Computer Science

Graduates of the computer science program will be able to:

- 1 Analyze problems from other disciplines and extract the computational elements of those problems.
- 2 Design efficient solutions to computational problems.
- 3 Explain their design using terminology of the field.
- 4 Implement a design solution in a variety of programming languages.
- 5 Develop new algorithms to solve computational problems, assess the complexity of the algorithm, and compare the algorithm to others in order to decide the best algorithm to use (from a set of algorithms) to solve a given problem.
- 6 Use their understanding of the inner workings of computers to create more efficient solutions of computational problems.

### Dance

- 1 Demonstrate technical proficiency, based on sound kinesiological principals.
- 2 Demonstrate an understanding of the artistic and technical elements of physical expression that lead to performance artistry.
- 3 Develop a reflective and critical awareness of historical, social, political, cultural and artistic contexts in dance.
- 4 Cultivate the ability to structure original ideas and produce successful, original, and contemporary choreography.

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### Economics

When students complete the major in economics, we expect them to be able to:

- 1 Select an appropriate economic theory as a framework for analyzing a problem or explaining a current event.
- 2 Describe and discuss the strengths and limitations of applying a particular economic model in analyzing a problem or explaining a current event.
- 3 Interpret statistical techniques used in economic analysis and present (orally or written) communication of statistical results.

### Educational Studies

- 1 Democratic Foundations: PILLAR 1: The Knox College Teacher Candidate shall understand the importance of the development of learning communities and environments that embrace diversity.  
PILLAR 2: The Knox College Teacher Candidate shall possess an understanding of the historical, ethical, political, and social issues associated with education.
- 2 THEME 2 - Knowledge Foundations: PILLAR 3: The Knox College Teacher Candidate shall understand the importance of the study of the nature of knowledge, pedagogical practices, and methods of assessment and evaluation.  
PILLAR 4: The Knox College Teacher Candidate shall recognize the breadth and depth of knowledge, which integrates the study of education with the other disciplines.
- 3 THEME 3 - Praxis Foundations: PILLAR 5: The Knox College Teacher Candidate shall integrate theory and practice that is developed, supported, and maintained through reflection.  
PILLAR 6: The Knox College Teacher Candidate shall understand the importance meeting state and national standards, developing the habits of mind that encourage professional growth, and creating leaders in educational communities.

### English Literature

Students graduating with a major in literature will be able to:

- 1 Demonstrate knowledge of the literary traditions in English and recognize the diversity of literary and cultural voices within those traditions.
- 2 Analyze texts within their cultural, historical, and aesthetic contexts.
- 3 Write lucidly and compose compelling arguments based on close reading and informed critical reflection.
- 4 Prepare, organize, and present an engaging oral presentation.

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### English-Creative Writing

Students graduating with a major in Creative Writing will be able to explore and demonstrate an understanding of the creative process through:

- 1 Constructing internally coherent and resonant art objects in at least two literary genres, with particular attention to elements of craft.
- 2 Constructing internally coherent and resonant art objects in one nonliterary artistic medium, with particular attention to elements of craft.
- 3 Assessing cultural and aesthetic values upon the construction of literary art objects within diverse traditions.
- 4 Engaging in artistic communities through active conversation, presentation, and participation
- 5 Collecting, revising, and appraising the literary and nonliterary art they have previously constructed in a culminating project.

### Environmental Studies

Students graduating with a major in environmental studies will be able to:

- 1 Describe and explain the ecological dimensions of human experience.
- 2 Use an interdisciplinary approach to consider social, political and economic factors that impact our environment.
- 3 Obtain and evaluate scientific knowledge using various methodologies found in environmentally-related fields.
- 4 Analyze imbalances in economic and political power in the allocation and accessibility of resources among the world's people.
- 5 Communicate scientific information effectively in both oral and written forms.
- 6 Demonstrate proficiency with scientific and informational technologies.

### Film Studies

Students graduating with a minor in film studies will be able to:

- 1 Students will be able to evaluate film as a cultural artifact.
- 2 Students will be able to critique film as a political medium.
- 3 Students will be able to analyze film as a formal text.

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### Gender and Womens Studies

Students graduating in the GWST major will be able to:

- 1 Read, understand, and evaluate key concepts in feminist theory and in gender studies scholarship.
- 2 Identify, compare, and evaluate gender constructions across cultures and in historically specific situations.
- 3 Describe and analyze intersections of gender with race, ethnicity, class, sexuality, age, and nationality.
- 4 Apply a range of feminist perspectives across disciplines and meaningfully engage in critical debates.
- 5 Define the concepts of privilege and oppression and critically apply them.
- 6 Write and speak effectively using feminist perspectives to analyze academic and social issues and questions.

### History

- 1 Analyze primary sources.
- 2 Formulate an argument using evidence.
- 3 Contextualize knowledge/truth claims.

### Integrated International Studies

- 1 Students will be able to describe key features of "globalization" and identify their impact in specific contemporary international and local contexts.
- 2 Students will cultivate college-level competence in a foreign language and be able to employ their skills to navigate in cultural settings outside of the United States.
- 3 Students will be able to design and implement a research project using interdisciplinary social analysis to analyze contemporary global systems and processes.

### Japanese

- 1 Students graduating with a minor in Japanese will demonstrate a college-level level competence in the Japanese language as an avenue for further exploration of the experiences of members of Japanese society.
- 2 Students graduating with a minor in Japanese will be able to identify important ways in which cultural understanding in Japanese society is conveyed through language in literary, historical, philosophical, or religious contexts.



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### Journalism

- 1 Reporting and Information-Gathering: identify socially significant issues, formulate questions, and gather reliable information from a variety of sources and perspectives
- 2 Written and Visual Communication: synthesize information into timely, accurate and compelling reports, in textual and/or visual media
- 3 Ethics of Journalism: demonstrate an understanding of and commitment to the ethical foundations of journalistic practice, both to truth as a governing ideal and to the wellbeing of the community of which the journalist is a part.
- 4 Institutional & Social Contexts of Journalism: demonstrate an understanding of the economic, political and cultural institutions and systems within which journalism as a profession is situated and that shape journalistic practice.

### Latin American Studies

We are committed to these goals because we believe that cross-cultural knowledge will make our graduates better human beings. Our goals are that students reach a greater understanding of language, literature, and social sciences. These are our expectations.

- 1 Students will demonstrate language competency at the intermediate college level.
- 2 Students will be able to analyze current and historical events in Latin America.
- 3 Students will be able to analyze Latin American literature.

### Mathematics

By the time they graduate, mathematics majors will be able to:

- 1 Reason logically and demonstrate complex problem solving skills.
- 2 Demonstrate competency in the core of the discipline.
- 3 Communicate effectively in the language of the discipline.
- 4 Demonstrate a knowledge of how to use technology to support investigations.

### Modern Languages

- 1 Demonstrate a level of proficiency in their language that will allow them to pursue advanced study in that language whether in the United States or in other countries.
- 2 Have acquired critical/analytical skills that allow them to assess, interpret and assign meaning to numerous types of cultural production including: literary texts; film; political, sociological and historical documents; rituals and folkways.
- 3 Have acquired the ability to design and carry out an original research project in which their target language is the major investigatory tool and vehicle of expression.

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### Music

- 1 All music majors will be able to precisely describe detail and form in music (whether presented in sound or score) through words and analytical symbols, and to apply such analytical insights to unfamiliar pieces and repertoires.
- 2 All music majors will be able to demonstrate basic practical proficiency on some instrument.
- 3 All music majors will have specialized in at least one domain of study--performance, musicology/theory, and/or composition--and will have advanced skills relevant to that specialty. In Particular: A. Performance students (whether instrumental, vocal, or conducting) will be able to perform artistically at an advanced level. B. Musicology and theory students will be able to construct and evaluate a musicological or analytical argument critically and sensitively. C. Composition students will be able to compose original pieces that draw upon existing musical vocabulary as well as articulate their own artistic voice.

### Neuroscience

- 1 Neuroscience majors will be able to describe how neurons and the nervous system function and how such function can relate to behavior.
- 2 Neuroscience majors will demonstrate research skills that are both broad (i.e. scientific and statistical methods and how to critically read the literature and use it as a basis for developing an independent research project) and specific (i.e., techniques in cellular biology and/or behavioral research).
- 3 Neuroscience majors will be able to communicate about their research in a professional manner, both in written and oral form.

### Philosophy

Upon completion of the major in Philosophy, including the capstone experience, students will have refined the following skills:

- 1 Explication: Clearly state and articulate pivotal philosophic ideas within contemporary issues or the history of philosophy.
- 2 Evaluation: Present original arguments or criticism (both in writing and orally), which demonstrate a proficiency in (a) the methods of reasoning and (b) the integration of primary and secondary sources.
- 3 Reflection: Examine and discuss the grounds of their convictions and opinions, and demonstrate an undogmatic and wide-ranging understanding of the relationships between their beliefs and those of others.

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### Physics

- 1 Critical thinking – To be able to read intermediate-level science literature, follow the logic of the development and data analysis, and to think consciously about and be able to respond to flaws in papers.
- 2 Scientific Literacy – To be familiar with and be able to explain key developments in the history of physics, to be able to do literature searches on research topics.
- 3 Numerical Literacy – To be able to correctly and confidently apply the analytic tools of mathematics through differential equations to problems in physics, to be able to correctly and confidently solve physics problems using numerical and computer-based methods (e.g. Mathematica).
- 4 Physics Content Areas – To be familiar with, to be able to solve intermediate-level problems, and to be able to interpret their results in the areas of Analytical Mechanics, Thermodynamics, Electromagnetism, and Modern/Quantum Physics.
- 5 Lab and Research Skills – To be able to use standard physics lab instrumentation (e.g. oscilloscopes; multimeters; various force, pressure and temperature sensors) to make physical measurements, to be able to properly do error analysis on data collected from those measurements, and to be able to write a well-crafted report on the experiment.
- 6 Communication Skills – To be able to speak confidently and coherently to an audience about topics in physics, to be able to write clear, concise, and accurate research reports in standard style.

### Political Science/International Relations

- 1 Students will articulate coherent arguments on difficult global and domestic political issues.
- 2 Students will be able to carry out substantial research.
- 3 Students will be able to analyze politics and international relations using a broad range of theoretical and methodological approaches.

### Psychology

- 1 Apply the scientific method to studying the mind, the brain, and behavior.
- 2 Successfully search the scientific psychological literature to find existing work that can inform the specific claims students are making.
- 3 Understand the basic theoretical approaches and classic empirical findings of psychology.
- 4 Effectively communicate with clear, grammatically-correct writing that conforms to APA style.
- 5 Make effective oral presentations that are clear, well-organized, and interesting.
- 6 Select and conduct appropriate statistical tests in order to empirically test a claim.
- 7 Empathically communicate a reasonably accurate understanding of another person's experience (tentative goal).

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### Religious Studies

- 1 Analyze the role of religion in human societies of both ancient and modern worlds.
- 2 Trace the historical development of religious institutions, texts, practices, and beliefs.
- 3 Explain key similarities and differences in a variety of religious traditions.
- 4 Engage respectfully and critically with the religious backgrounds and assumptions of others as well as their own.
- 5 Apply key terms and concepts common to the academic study of religion.

### Social Service

- 1 Analyze and describe how demographic factors such as gender, race, ethnicity, and/or class affect the lives of socially disadvantaged people.
- 2 Describe the ways that social institutions and bureaucracies influence the lives of socially disadvantaged people.
- 3 Work effectively with the socially disadvantaged.

### Theatre

- 1 Students will recognize, identify, and analyze genre, structure, and the creation of meaning in playscripts.
- 2 Students will demonstrate understanding of the processes whereby a playscript is manifested as live storytelling--encompassing non-verbal as well as verbal language--through acting technique, design, dramaturgy and directing.
- 3 Students will recognize and identify historically significant authors and movements throughout global theatre history, and the cultural and social realities that governed the origins and evolution of performance.
- 4 Students will articulate literacy in the verbal and visual vocabulary of theatrical production, including terms and concepts fundamental to acting, design, script analysis, directing, playwriting, and stage mechanics.
- 5 Students will identify and analyze the social and political implications and effects of performance.